



# Assessing Assessment

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# Assessment and Research SIT

## SIT Members

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# Learning Outcomes

- Participants will be able to:
  - Evaluate an Assessment Plan
  - Evaluate an Assessment Report
  - Improve Assessment Plans & Reports

TEAMWORK



# Catalyst for Rubric

- Accreditation (Northwest Commission on Colleges and Universities)
- VPSS interest in programs' **closing the loop**
- Need for a standardized mechanism to evaluate divisional Assessment Plans and Reports

TEAMWORK



# Rubrics

## ■ Plan Rubric

- Student Learning Outcomes (SLO)
- Performance Indicators (PI)
- Assessment Methods (AM)

## ■ Report Rubric

- SLO Achievement Description
- Key Findings Narrative
- Program Modifications Narrative
  - Made
  - Proposed
  - Being contemplated



# Student Learning Outcomes

- **Outcomes** (SLOs) in Student Affairs are statements about how students &/or the University are expected to benefit from program activities
  - SLOs describe:
    - A direct benefit to students (gain leadership skill)
    - A benefit to students &/or the University (increase diversity)
- **SLOs** are concise, measurable statements
  - Concise - single outcome
  - Measurable – tangible data source



# Performance Indicators

- **Performance indicators** (PIs) are student behaviors or products that appear to be measurable.
- **PIs** specify a tangible performance that can demonstrate achievement relative to a learning outcome
  - A PI is the evidence that informs the SLO.
  - Only behaviors, responses, products can be measured.



# Assessment Methods

- **Assessment Methods** (AMs) describe how a PI will be assessed.
  - **Who** will review the PI
  - **What** will be reviewed
    - **Directly** – direct assessment methods require students to **demonstrate** something
    - **Indirectly** – indirect assessment methods ask students to **reflect** on their experience
  - **How** will the PI be reviewed (against a standard)
  - **When** will this occur



# Assessment is a 'Formal' Process.

- Assessment Reports are **public** documents
  - Reports are **not** the end (annual or cyclical)
    - Should be useful to the program
    - Should be useful to the client
  - Explain how data inform achievement of each SLO
  - Summarizes salient findings
  - Describe:
    - Program improvements (changes)
    - Assessment Plan modifications
    - Difficulties, challenges, circumstances



# SLO Achievement Description

- A **narrative** that describes student achievement relative to each SLO is essential.
  - Narrative may include specific data - not essential.
    - “An overwhelming majority of program completers maintained or improved their GPA during the semester.”
  - The Report may also be used as a program document, so specific data (& sources) can be archived.



# Key Finding Narrative

- This section could/should describe **analysis** or **synthesis** of the SLO Achievement Descriptions &/or collected data
  - **WHAT** do the results mean?
  - **WHAT** are the results telling the program/staff?
    - More than simply re-state SLO descriptions
    - May include reasonable speculations – hypothesize!
    - Speculation should be based in the findings - AND
    - Aligned with SLOs and Achievement Descriptions



# Program Modification Narrative

- Programs are asked to indicate the changes, if any, for the program
  - **First**, program modifications need to be linked to assessment finding.
    - It is reasonable to discuss program modification which:
      - Have been made **or** being planned **or** being contemplated
    - Modifications are programmatic adjustments!
  - **Second**, document program changes, if applicable, by updating the Assessment Plan.



# Hands-on Activity

- Review handouts individually – 5 minutes
  - Sample Assessment Plan and Report
  - Rubric
  
- Small Groups – 5 to 10 minutes
  - Discuss and Rate (record ratings)
    - 1<sup>st</sup> SLO, PI, & AM (on Sample Plan)
    - 1<sup>st</sup> SLO Description, Key Findings, Program Modifications (Sample Report)
  
- Large group discussion & consensus



## Conclusions: Intended Outcomes

- Assessed the Plans and Reports
- Provided feedback to VPC
- Baseline data for comparisons for next year
- Attention to closing the loop and making assessment based decisions
- Our findings:
  - More detail in Assessment Methods
  - Make sure SLO is linked to PI is linked to AM is linked to program modification
  - Focus on one or two things per year and revise



## Conclusions: Unintended Outcomes

- Training and Education
- Team Development
- Staff Development
- Increased Confidence



THANK YOU